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ABSTRACT

Designed as an aid for selecting methodology for training supervisors and managers, the material in this booklet is presented in four sections: (1) group discussion methods (several methods which can be used as alternatives to formal classroom training--symposium, conference, forum, workshop); (2) group participation techniques (strategies to intensify participant involvement--role playing, case study, brainstorming, in-basket exercise, managerial games, laboratory training); (3) information presentation techniques (traditional lecture and other presentation techniques which stress a one-way transfer of information from instructor to learner, e.g., instructional television); and (4) individual development methods (learning experiences the participant can undertake at his or her own convenience, with the help of others, and outside the classroom, e.g., self-paced instruction). A description of each approach is given along with its advantages and disadvantages. Also provided are brief comments on developing or obtaining the necessary materials and on the main procedures for using each method or technique. Related approaches are listed for most items. Sources of detailed information about each approach are also suggested. (BL)

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Managerial and Supervisory Training Techniques and Methods

1977

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Introduction

This booklet is designed as an aid for anyone who has the opportunity to select methodology for training supervisors and managers. Although it is not a comprehensive list of *all* approaches which could be used, the booklet explores many methods and techniques, some traditionally used for supervisor and manager training and some not so widely practiced. A description of each approach is given along with suggestions for how it can be used, the level of supervisors or managers who might benefit from it, and some advantages and disadvantages of using it. Also provided are brief comments on developing or obtaining the necessary materials and on the main procedures for using each method or technique. Related approaches are listed for most items. Sources of detailed information about each approach are suggested under "For More Information."

The booklet is organized into four sections.

Group Discussion Methods includes several methods which can be used as alternatives to formal classroom training. Discussion-based strategies are especially well suited to supervisor and management training since they encourage participants to share experiences and ideas.

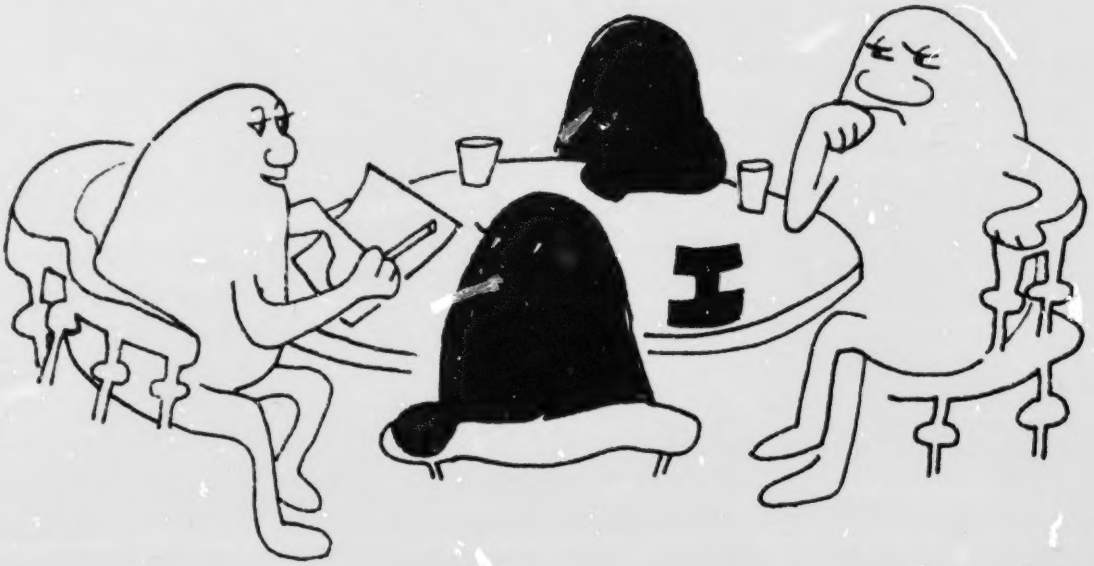
Group Participation Techniques describes strategies which trainers can use to intensify participant involvement. These techniques are often employed when the learning content involves organizational development or interpersonal communications.

Information Presentation Techniques covers instructional approaches which stress a one-way transfer of information from instructor to learner. The traditional lecture and other presentation techniques are included.

Individual Development Methods describes learning experiences the participant can undertake at his or her own convenience, with the help of others, and outside the classroom. Training provided on the job and through planned experiences is an effective way of preparing supervisors and managers to deal with the many aspects of their positions.

The description of each strategy is necessarily brief and there may be others that you feel should have been included. Our efforts to cover the rather extensive literature were restricted by the resources available to the project. Several of our researchers were management trainers, and their experiences with the particular technique or method add flavor to their comments.

The Research Committee, Interagency Advisory Group on Development and Training, chaired by Dr. John Kizler, Director of Training for the U.S. Department of Agriculture, guided the development of this booklet. Ms. Linda Armstrong, Bureau of Training, USCSC, assisted Dr. Dorothy Waugh, National Security Agency, in managing the project. Others who wrote sections were Mr. James Ferstl and Mr. William Gore, Bureau of Training, USCSC; Mr. John Gore, U.S. Department of Agriculture; Mr. John O'Neill, National Bureau of Standards, U.S. Department of Commerce; and Mr. David Servinsky, National Security Agency. The copy was reviewed by Mr. Jim Everett, Bureau of Training, USCSC; Mr. Phil Loomis, U.S. Veterans Administration; and Mr. John Groscost, National Security Agency.



Group Discussion Methods

Conference, Forum, Symposium, and Workshop

Aside from formal training courses, supervisors and managers also receive training at meetings and conferences. These can be anything from staff meetings to nationwide professional conferences. This section describes some methods which promote an exchange of ideas in groups large or small.

Since the Conference, Forum, Symposium and Workshop are similar in their uses, in their advantages and disadvantages, and in the procedures for setting them up, they have been grouped. Any of them can be used with the various information presentation techniques or group participation techniques that are described in the next sections.

The Conference... method involves convening a group of persons to discuss a common problem or need. Because the emphasis is on pooling participants' ideas and experiences, conferences whose primary purpose is problem solving are also valid as training experiences. The conference leader serves as organizer and moderator but not as an instructor. At large conferences, participants may be offered a choice of several sessions, each dealing with one aspect of the theme.

The Forum... utilizes one or more experts as resource persons who discuss questions raised by the audience. The moderator acts as a go-between for the audience and the speakers. This method is very effective for presenting information on recently initiated programs that managers and supervisors may be interested in but may not know much about. Two related methods are the Panel, in which the resource persons discuss previously determined questions while the audience listens, and the Colloquy, in which the panel of experts shares the discussion with an equal number of representatives from the audience (with occasional participation from the audience as a whole).

The Symposium... is made up of presentations by several subject matter experts. This is one group instruction method in which the learners do not usually participate, although it may be modified to allow for interaction between the speakers and the audience. Speakers are usually chosen for their recognized competence in the subject being discussed.

The Workshop... usually stresses application rather than theory. Workshops may be directed toward working out solutions to a particular problem through the combined efforts of the participants, or toward helping participants achieve a working level of competency in a certain skill or subject matter area. Participants may be asked to apply what they are learning to specific problems that they have had on the job.

How They Can Be Used:

1. To provide up-to-date information, to set common policies, or to arrive at a group decision.
2. To encourage communication among supervisors and managers at different levels or from different organizations.
3. To get an idea of where group members stand on an issue, or to determine if further training is needed.
4. To sensitize participants to a particular facet of supervision or management.

Who Can Benefit from Them:

Topics can be chosen to fit a broad range of supervisor or manager training needs; e.g., technical state-of-the-art instruction, human relations training, or management styles. Thus the methods can be used for groups of participants at any level.

Advantages:

1. Group instruction methods usually generate a high level of participant interest.
2. Information sharing and problem solving among peers make good use of trainees' past experiences.
3. Participants learn to appreciate other's views.
4. Participants have a chance to meet other supervisors and managers.

Disadvantages:

1. In methods in which participants play a large part in the discussion or information exchange, participants need to have some knowledge of the topic.
2. Some participants may monopolize the discussion, making it difficult for others to take an active part.
3. Evaluation of the results of the meeting is difficult.
4. Groups must be small.

Materials:

These methods require adequate physical facilities, an agenda for the participants, and a leader capable of providing information, leading the discussion, and generally seeing that the objectives are met.

Procedures:

1. Have leaders and participants prepare in advance by reading, studying, and thinking.
2. Plan an adequate amount of time.
3. Select participants and leaders who have proper background, maturity, and motivation.

For More Information:

Bergevin, P., D. Morris, and R. M. Smith. *Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation.* New York: The Seabury Press, 1963.

Burke, W. Warner, and Richard Beckhard (Eds.). *Conference Planning.* Washington, D.C.: NTL Institute for Applied Behavioral Science, 1970.

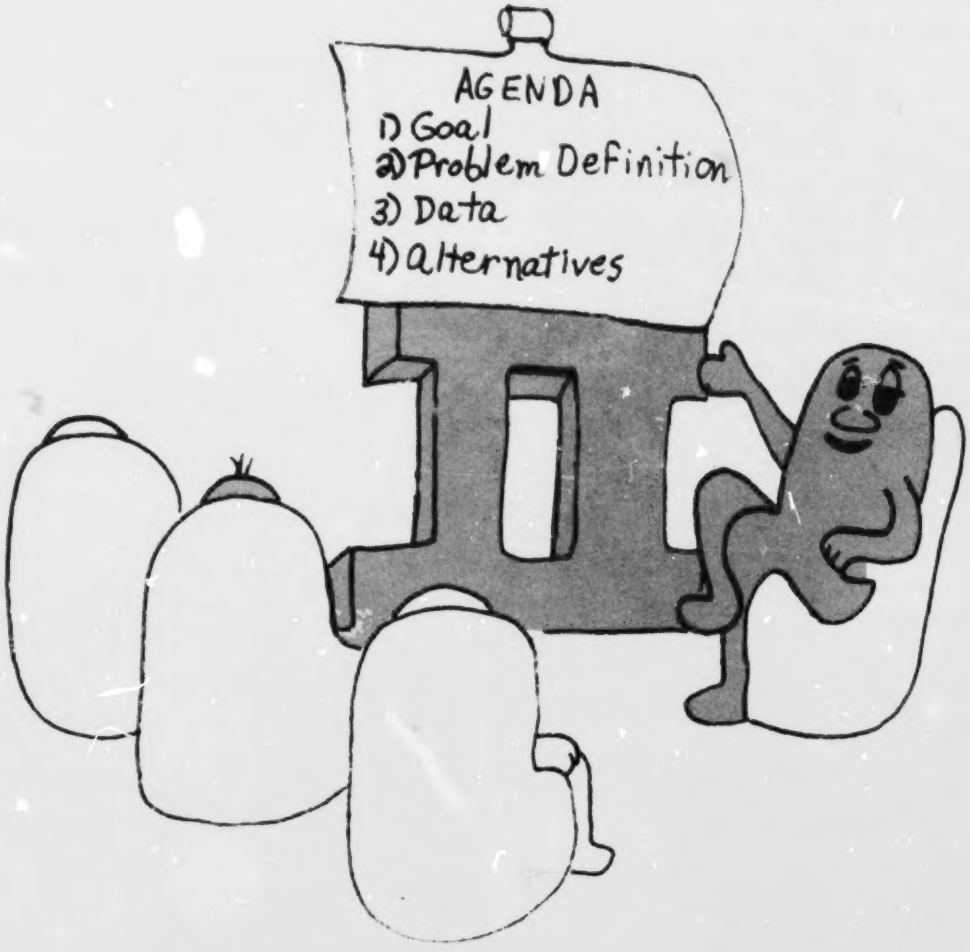
Byers, Kenneth T. (Ed.). *Employee Training and Development in the Public Sector.* Chicago: International Personnel Management Association, 1974.

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

Otto, Calvin P., and Rollin O. Glaser. *The Management of Training: A Handbook for Training and Development Personnel.* Reading, MA: Addison-Wesley, 1970.

Pfeiffer, J. William, and John E. Jones. *The 1972, 1973, 1974, 1975 and 1976 Annual Handbook for Group Facilitators.* LaJolla, CA: University Associates Publishers, Inc., 1972-76.

Zelko, Harold P. *The Business Conference: Leadership and Participation.* New York: McGraw-Hill, 1969.



Group Participation Techniques

The Case Study

The case study is a detailed account of an incident—real or fictional—presented to an audience for in-depth study and discussion. Usually the case involves a problem for which the group must devise a solution. Large groups may be divided into subgroups to facilitate analysis; subgroups may then study different aspects of the same case or separate cases.

How It Can Be Used:

1. To present and solve problems which typically confront supervisors and managers on a day-to-day basis.
2. To provoke thoughtful discussion of factors which might contribute to particular problems.

Who Can Benefit from It:

With carefully chosen cases, this technique can be used for all levels of supervisors and for mid-level managers.

Advantages:

1. The case can be designed to focus on a problem or situation common to group members.
2. Use of this technique helps the learner to see that a problem has more than one solution.
3. It helps develop supervisors' and managers' analytical and problem-solving skills.
4. Most people find the technique interesting and challenging.

Disadvantages:

1. Some individuals may consider it a useless exercise if the case is not relevant to their own situations.
2. It takes time and skill to develop a good, complex case study.
3. It may not be possible to use a case more than once. The second group of participants may not judge the case on its own merits but according to whether the first group was able to apply to the real world what they learned from the case.

Materials:

1. Case studies may be either long enough to require considerable study prior to discussion (5 to 10 pages) or short enough to be read and studied on the spot. Specific questions about the case help direct the discussion.
2. The cases may be presented to the class orally or in written materials, through dramatization, or by audiovisual media. Regardless of form, the cases must be clear, interesting, and relevant to the interests of participants.
3. Trainers can write cases themselves or obtain prepared cases from library materials.

Procedures:

1. Give the case to group members far enough ahead of time for them to read and study it individually.
2. If necessary, divide the group into discussion units. Have each unit select one person who will report the discussion results to the whole group.
3. Determine how much time to allow (your experience and the complexity of the case will guide you).
4. If subgroups are used, have each report to the entire audience at the end of the discussion period. Open the discussion to the main group at that time.
5. Guide the discussion so as to make sure that it helps the group achieve the intended learning objectives.

Related Approaches:

Similar to the case study is the Incident Process. Skits or Role Playing may be used to introduce the case.

For More Information:

Bergevin, P., D. Morris, and R. M. Smith. *Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation.* New York: The Seabury Press, 1963.

Byers, Kenneth T. (Ed.). *Employee Training and Development in the Public Sector.* Chicago: International Personnel Management Association, 1974.

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

Brainstorming

In brainstorming, a question or problem is posed to a group, and then a brief period is devoted to listing all possible solutions as they are rapidly suggested. No attempt is made during this time to assess the value of any idea or to arrange the suggestions in any order. Participants are urged to suggest any idea that comes to them without regard to its practicality. Each contribution is considered and evaluated in a group discussion that follows the brainstorming.

How It Can Be Used:

1. To get the group to consider many facets of a common problem in trying to solve it.
2. To encourage learners to think creatively.
3. To stimulate the participation of persons who are reticent in more formal situations.

Who Can Benefit from It:

1. Brainstorming can be used in groups of supervisors or managers at any level.
2. Brainstorming is especially useful for persons whose jobs require the ability to think creatively.

Advantages:

1. Participants practice not only creativity but a different approach to problem solving.
2. Solutions to genuine problems facing the group may be found.
3. Brainstorming usually stimulates participants' interest.
4. A great many workable ideas may be suggested within a short time.

Disadvantages:

1. Although participants are urged to be spontaneous, during discussion they may have to defend their ideas from the group's criticism.
2. Many of the suggestions may be of little worth.
3. The size of the group must be limited so that all have a chance to participate.

Materials: This technique requires no materials aside from a chalkboard, flip chart, or other surface on which to write the suggestions.

Procedures:

1. A time limit for the brainstorming is decided upon (usually 15 minutes or less).
2. As ideas are presented they are recorded where all can see them.
3. Each idea is discussed briefly to determine if it has practical application to the problem at hand. The best ideas are then discussed at length.

Related Approaches: Brainstorming is also called the Idea Inventory. It can be used with small groups in any group-discussion based training.

For More Information:

Bergevin, P., D. Morris, and R. M. Smith. *Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation.* New York: The Seabury Press, 1963.

Byers, Kenneth T. (Ed.). *Employee Training and Development in the Public Sector.* Chicago: International Personnel Management Association, 1974.

The In-basket Technique

The in-basket technique is a simulation exercise in which the participant deals with written correspondence. The participant assumes the role of a supervisor or manager who must decide what action to take on each item in a set of letters, notes, memos, etc. (The role is usually that of a new supervisor or manager so as to do away with the need for background information.) Usually the situation is made somewhat stressful by the addition of three limitations: the supervisor or manager is under stringent time constraints, has no help in doing the work, and must use only the materials at hand.

How It Can Be Used:

1. To teach decision making, handling of written correspondence, report writing, employee relations, budgeting of time, setting priorities, and other basic supervisory and managerial skills.
2. To expose the learner to some common problems faced by managers and supervisors.

Who Can Benefit from It:

1. Supervisors and managers at all levels can benefit from practicing the in-basket technique.
2. The technique is most commonly used for training entry-level managers.

Advantages:

1. The participant must solve realistic problems.
2. In-basket items stimulate the interest and involvement of participants in dealing with problems that may occur on their jobs.
3. Most exercises take little time and are inexpensive and easy to administer.

Disadvantages:

1. Problem solutions sometimes look good on paper but are not feasible.
2. As a training method it is usually not used alone but in combination with other techniques. This requires more preparation on the part of the instructor.
3. Formulating the original in-basket materials can be very time consuming.

Materials:

1. It is best to use materials pertinent to the position for which the participant is being trained.
2. If correspondence from a fictional organization is used, enough information should be given to allow participants to understand their own roles and the general layout of the organization.
3. Items should be designed so that the participants realize that many management problems have more than one solution.

Procedures:

1. Explain the objectives of the exercise and give any background information necessary.
2. Give participants written instructions which explain what they are to do and the limitations which are placed on them.
3. Instruct participants to write down every action they would take on each item.
4. After the exercise, discuss how the participants approached the in-basket items (whether in sequence, by grouping them in some order, etc.) as well as what actions they took on the items.

Related Approaches: Managerial games, case studies, and other simulation exercises.

For More Information:

Engel, Herbert. *Handbook of Creative Learning Exercises.* Houston: Gulf Publishing Company, 1973.

Jaffee, Cabot L. *Problems in Supervision: An In-Basket Training Exercise.* Reading, MA: Addison-Wesley, 1968.

Lopez, Felix M., Jr. *Evaluating Executive Decision Making: The In-Basket Technique* (Research Study No. 75). New York: American Management Association, Inc., 1966.

Zoll, Allen A. *Dynamic Management Education* (second ed.). Reading, MA: Addison-Wesley, 1969.

Role Playing

Role playing is a simulation exercise in which members act out a real-life situation in front of the group. Usually participants are given roles that have some bearing on their jobs. There is normally no script and they make up their parts, often using general guidelines, as they go along. The group then discusses the implications of what took place.

How Can It Be Used:

1. To examine a problem in human relations.
2. To provide insight into the attitudes and feelings of one's self and of others.
3. To change or modify attitudes.
4. To develop skills in interpersonal relations.
5. To provide an opportunity to practice "new" or alternative behaviors.

Who Can Benefit from It:

Managers and supervisors at all levels.

Advantages:

1. Role playing is an effective and motivating way to present a problem and to stimulate discussion.
2. It provides clues to possible solutions and allows the player to explore them without running the risks inherent in a real-life trial-and-error approach.
3. It gives the player the chance to assume the position of another, to think and act in a way atypical of his own.
4. It allows the instructor to see how well participants have grasped principles and can put them into practice.

Disadvantages:

1. Some people may be unable to role play successfully.
2. Even if the exercise is properly critiqued, the learner may not be able to use what he has learned. When he tries to apply what he has learned to the real world, he will confront circumstances that are beyond his control.
3. Since the content of the role-play is determined by the players, it may be difficult for the instructor to direct the exercise so that it accomplishes the learning objectives.

Procedures:

1. The problem or situation is clearly defined by the group before role playing begins, and the scene is set by the group leader with the assistance of the group.
2. Usually players are selected just before role playing begins and are not warned in advance, although a brief warm-up period may be necessary to get the players into the right spirit.
3. The leader should allow the action to proceed only so long as it contributes to understanding (usually 5 to 10 minutes).
4. Following the role-play, the players and the audience discuss what went on in it.
5. After the discussion, a second set of participants may be chosen and the scene replayed.

Related Approaches:

Dramatic skits. In role playing players do not usually practice their roles before playing them. Players in dramatic skits, however, practice their roles before they present the skit to the group.

For More Information:

Bergevin, P., D. Morris, and R. M. Smith. *Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation.* New York: The Seabury Press, 1963.

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

Zoll, Allen A. *Dynamic Management Education.* Reading, MA: Addison-Wesley, 1969.

Managerial Games

When playing a managerial game, participants are presented with a situation that is similar to real life (a scenario). They are asked to assume the roles of managers and supervisors who must deal with the situation. Thus they learn to cope with problems that may confront them on the jobs. Games may be either purchased ready to use or designed to meet the learning needs of a particular group. The games can be simple or complex and can involve manual computation or data processing equipment. If the group of participants is large, it can be broken up into smaller groups. The smaller groups can compete with each other.

How They Can Be Used:

1. To help participants learn about themselves, how they relate to others, how groups operate, and the "human side" of organizations.
2. To allow participants an opportunity to observe and practice many forms of social interaction.
3. To allow participants to practice their leadership and decision-making skills.

Who Can Benefit from Them:

Supervisors and managers at all levels.

Advantages:

1. A situation that might take months to develop in real life can be compressed into a short training period (particularly if the game is computerized).
2. Participants become deeply involved.
3. The personality of the trainer or facilitator is de emphasized; the leader is less central to the learning situation.
4. Although conflict may be inherent in the game, the game situation is structured enough that players will not be under severe stress.
5. There are many games from which to select. They vary in goals, recommended group size, time required, materials used, process, and instructions.

Disadvantages:

1. Most games have not been validated empirically, so there is little information available on their effectiveness.
2. The market is inundated with games and how-to-do-it manuals, but many trainers do not understand the design and application of experience-based learning. Therefore, they do not take full advantage of the technique.
3. Sometimes the game creates a degree of competitiveness that obstructs the achievement of the learning goals.
4. Unless it is computerized, administration of a complex game may be difficult.
5. Games may cost more than other types of training.

Materials:

1. Scenarios, including backup information such as correspondence, reports, organization charts, etc.
2. Whatever props and equipment are necessary: desk calculators, for example, or a computer for complex games.

Procedures:

1. The structured situation is set in motion by the trainer, who introduces the scenario and the conditions or rules that govern the game.
2. Interaction proceeds within the group(s) until the game is completed or the time limit is reached.
3. Decisions of the groups may be analyzed by computer or by a group of judges. The outcomes and consequences of the decisions are fed back to the groups during and at the end of the game.

Related Approaches: Similar techniques include role playing and simulation. Managerial games are sometimes called business games.

For More Information:

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

Pfeiffer, J. W., and J. E. Jones. *The 1972, 1973, 1974, 1975, and 1976 Annual Handbook of Group Facilitators.* LaJolla, CA: University Associates Publishers, Inc., 1972-1976.

_____. *A Handbook of Structured Experiences for Human Relations Training.* Volumes I, II, III, IV, V. LaJolla, CA: University Associates Press, 1969-1975.

Tracey, William R. *Designing Training and Development Systems.* New York: American Management Association, Inc., 1971.

Zoll, Allen A. *Dynamic Management Education* (second ed.). Reading, MA: Addison-Wesley, 1969.

Zuckerman, D. W., and R. E. Horn. *The Guide to Simulations/Games For Education and Training.* Hicksville, NY: Research Media, Inc., 1974.

Laboratory Training

Laboratory training uses T-groups as its central training device, together with such other techniques as lectures, role playing, and managerial games. For T-group training, a form of sensitivity training, individuals meet in a small group to discuss in an unstructured fashion themselves, the way they see themselves in the group, and the behavior of other group members. The training content is the feelings and emotions experienced by group members while they are in the T-group and the way in which they communicate these feelings and emotions to each other. The leader usually assumes a non-directive role but may introduce exercises or guide the group toward resolution of conflicts. In more structured T-groups, members may be given problems to solve.

How It Can Be Used:

1. To help managers to understand themselves and others.
2. To increase supervisors' and managers' awareness of and sensitivity to the behavior of others, that is, the ability to infer correctly what another is feeling.
3. To develop the skills and insights needed for effective group membership.
4. To improve communication skills.
5. To increase the manager's ability to analyze his/her own behavior toward others in order to achieve more effective and satisfying interpersonal relationships.

Who Can Benefit from It:

1. Managers and supervisors at all levels can be helped by T-group training.
2. Volunteers benefit the most. Individuals who are required to attend show fewer gains.

Advantages:

1. Managers gain new insights into ways of behaving, perceiving, and feeling.
2. Even after T-group training ends, groups that remain intact often continue to derive benefit from the training.
3. The training frequently increases feelings of self-worth.
4. Mistakes in behavior can be made without penalty.

Disadvantages:

1. The process is time consuming, particularly if members have not worked together previously.
2. Specific learning outcomes are difficult to measure and predict. No two groups will be the same in terms of learning.
3. What is learned in a T-group does not always transfer to the organizational setting.
4. The effect of the training may fade out, especially if there is no continuing contact between members.
5. It is possible that members who are placed under great stress may suffer temporary or permanent damage. (See note at the end of this section.)
6. The cost can be very high—fees, live-in accommodations, etc.

Materials:

1. Laboratory training may include Managerial Games, Role Playing, etc.; see materials for these.
2. Use materials that have been shown empirically to be effective.

Procedures:

1. Scheduling techniques can vary widely. The group can meet at regular intervals for a fixed or varied number of hours and for a fixed or varied number of times. Sessions are usually not less than 90 minutes. Marathon groups may pack training into a continuous block of 24 to 72 hours.
2. Sessions are unstructured and should be governed by the group itself. Although the facilitator is not in a traditional leadership role, he may serve as a model for the participants to imitate.
3. Members discuss themselves and the way they show themselves to the group. There is rarely an agenda for discussion.
4. Individual members provide feedback on the here and now aspects of the group process.
5. The trainer may introduce exercises and, if necessary, meet privately with a member of the group. The trainer does not usually structure the group discussion: he/she often does no more than tell the group how long the meeting will last and that the goal is to help members understand each other's behavior.

Related Approaches: Role Playing, Case Study, Transactional Analysis, Gestalt, and Sensory-awareness Groups are related techniques.

For More Information:

Campbell, J. P., and M. D. Dunnette. Effectiveness of T-Group Experiences in Managerial Training and Development. *Psychological Bulletin,* 1968, Vol. 70, 73-104.

Campbell, J. P., M. D. Dunnette, E. E. Lawler, and K. E. Weick. *Managerial Behavior, Performance, and Effectiveness.* New York: McGraw-Hill, 1970.

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

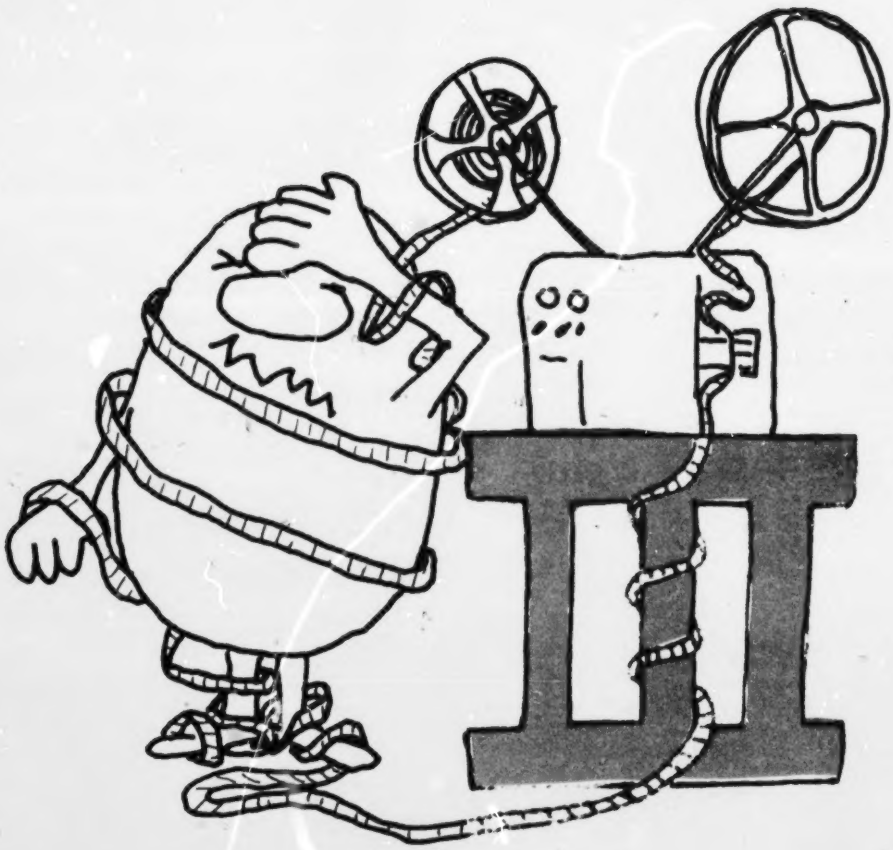
Kellogg, Marion S. *Closing the Performance Gap.* New York: American Management Association, Inc., 1967.

Schein, Edgar H., and Warren G. Bennis. *Personal and Organizational Change through Group Methods: The Laboratory Approach.* New York: John Wiley & Sons, Inc., 1965.

Smith, P. B. Controlled Studies of the Outcome of Sensitivity Training. *Psychological Bulletin,* 1975, Vol. 82, 597-622.

The publications listed above review the research literature about T-groups and management training. They do not tell the reader how to run a T-group. Consequently, trainers are encouraged to refer to Pfeiffer and Jones (*A Handbook of Structured Experiences for Human Relations Training,* Vols. I-V) for additional information on applications.

Note: Section 3-4c of chapter 410 of the Federal Personnel Manual states under "Ensuring appropriate methods and materials": "It is important that each agency have or establish administrative procedures to ensure that training courses contain no elements that are likely to induce unnecessary psychological stress. . . ."



Information Presentation Techniques

Lecture - Lecturette

The lecture, an oral presentation prepared and delivered by a subject-matter expert, is probably the oldest and most basic form of instruction. It is used to supply the greatest amount of information in the least time. Like other types of information presentation, it does not allow for feedback from the learners; thus, it should be combined with participative techniques whenever possible.

How It Can Be Used:

1. To introduce concepts, identify and analyze problems, or clarify issues related to supervisory and managerial functions.
2. To deliver training content which is best presented all at once in an orderly manner and does not require practice.

Who Can Benefit from It:

1. Trainees who have similar needs and similar capabilities to learn the material.
2. Managers and supervisors who are highly motivated to learn but short of time.

Advantages:

1. Lectures are efficient in terms of time, facilities needed, and the number of participants who can be trained at one time.
2. The lecturer retains control over the learning content.
3. This technique may be more acceptable than others are to participants who are accustomed to a traditional teaching-learning situation.
4. Lectures can easily be varied to suit trainees' needs and can be used with almost any other training technique.

Disadvantages:

1. Participants usually have no opportunity to make comments, ask questions, or otherwise show that they understand the material presented.
2. The lecturer must be qualified both as a subject-matter expert and as a speaker.
3. Long lectures (over 40 minutes) may not be readily learned or remembered. Lecturettes are shorter and can be highly effective.
4. Listeners might not make the transfer from intellectual understanding to practical application.

Materials:

1. Some books dealing with supervisory and managerial training contain outlines for lecturing on pertinent topics.
2. Lectures are often more effective if supplemented by visual materials such as handouts, slides, chalkboard notes, etc.

Procedures:

1. Analyze audience needs.
2. Determine objectives.
3. Plan lecture.
4. Present lecture, listing main points and then expounding on them.
5. Summarize main points.

For More Information:

International Labour Office. *An Introductory Course in Teaching and Training Methods for Management Development.* Geneva, 1972.

Pfeiffer, J. William, and John E. Jones. *The 1972, 1973, 1974, 1975, 1976 Annual Handbook for Group Facilitators.* La Jolla, CA: University Associates Publishers, Inc., 1974 (Also 1972-76).

Staton, Thomas R. *How to Instruct Successfully: Modern Teaching Methods in Adult Education.* New York: McGraw-Hill, 1960.

The Slide/Tape Presentation

With the advent of inexpensive, portable machines for synchronizing still visuals and sound, the most basic audiovisual system was created. Although relatively new, the slide/tape presentation is now in wide use for both group and self-paced instruction. It is used in conference rooms, in classrooms, in individualized learning centers, and for on-the-job training. Several slide projectors can be used with a controller and tape player for a multi-screen presentation.

How It Can Be Used:

1. To reinforce information presented orally with visual cues.
2. To stimulate interest in the topic being discussed.

Who Can Benefit from It:

All levels of managers and supervisors.

Advantages:

1. Slides and tapes can be presented together or separately; for example, the slides can be used first with the tape and later, as the narrative changes, with a lecture.
2. After the initial equipment and taping expenses are met, the presentation can be repeated many times at little cost.
3. The slide/tape production equipment is relatively inexpensive.

Disadvantages:

1. The slide/tape show by itself does not allow for discussion, interaction, or practice unless it is specifically designed to do so.
2. Two pieces of equipment must be used together, possibly causing problems in coordination.
3. Preparation of tapes, slides, and scripts requires considerable expertise; most training offices have to contract for the service from an outside source.

Materials:

1. A slide-synchronizing tape player plays a tape with prerecorded advance pulses that control a compatible slide projector. With non-automatic equipment slides are advanced manually.
2. Slide/tape presentations for supervisor and manager training are available from firms which produce instructional media.

Procedures:

1. When used with groups, the presentation may be introduced, allowed to run without interruption, and then discussed. If the presentation is a long one, the trainer may wish to stop at intervals for a question and answer period.
2. The slide/tape presentation may also be used with workbooks in self-paced instruction.

Related Approaches:

Slide/tape presentations (sometimes called Slide/Sound Shows) are often used in Programmed Instruction. Also, see references for Audiovisual Aids and Techniques.

For More Information:

Bergevin, P., D. Morris, and R. M. Smith. *Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation.* New York: The Seabury Press, 1963.

Otto, Calvin P., and Rollin O. Glaser. *The Management of Training: A Handbook for Training and Development Personnel.* Reading, MA: Addison-Wesley, 1970.

Pula, Fred John. *Application and Operation of Audiovisual Equipment in Education.* New York: John Wiley & Sons, Inc., 1968.

Rigg, Robinson P. *Audiovisual Aids and Techniques in Managerial and Supervisory Training.* London: Hamish Hamilton, Ltd., 1969.

The Instructional Film

The practice of presenting information through films has been widely accepted by the training community for many years. Films offer the advantages of virtually all other media in an easy-to-use format. Films can combine the benefits of other means of presentation (still visuals, print, lecture, etc.) to enhance instructional content.

How It Can Be Used:

1. To demonstrate ideal ways of doing such tasks as interviewing and counseling.
2. To illustrate new concepts and techniques.
3. To take the place of the instructor when he or she cannot be present.
4. To teach human relations, an important part of supervisor and manager training.

Who Can Benefit from It:

Films can be used in virtually any training situation.

Advantages:

1. Films standardize the dissemination of information; variations among instructors are eliminated.
2. The person who runs the film can control time and space in ways unparalleled with other media—animation, magnification, slow and fast motion, etc.
3. Of all information presentation techniques, films are the most likely to catch and hold the full interest of the participants.
4. A lecture, demonstration, skit, or discussion that is filmed can be used many times.

Disadvantages:

1. Since the training room usually must be darkened during the film, the instructor misses the trainees' immediate reactions to it. Also, trainees may not be able to take notes.
2. Equipment and facilities for presenting films are not always available.
3. Unless trainers are able to contract for the production of special films, they must rely on standard training films in which some of the content may be inappropriate. Sometimes, but not always, the trainer may be able to use just part of a film.

Materials:

Films are available from a number of instructional media firms. Most Government agencies with training functions have film catalogs.

Procedures:

1. Preview films to be sure that they contribute to the fulfillment of the learning objectives.
2. Introduce the film and specify learning objectives.
3. Allow time for the participants to discuss the film after viewing it.

Related Approaches:

Movies, Training Films, and Audiovisual Aids.

For More Information:

Bergevin, P., D. Morris, and R. M. Smith. *Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation.* New York: The Seabury Press, 1963.

Brown, James W., Richard B. Lewis, and Fred F. Harcleroad. *AV Instruction: Media and Methods.* New York: McGraw-Hill, 1973.

Otto, Calvin P., and Rollin O. Glaser. *The Management of Training: A Handbook for Training and Development Personnel.* Reading, MA: Addison-Wesley, 1970.

Pula, Fred John. *Application and Operation of Audiovisual Equipment in Education.* New York: John Wiley & Sons, Inc., 1968.

Rigg, Robinson P. *Audiovisual Aids and Techniques in Managerial and Supervisory Training.* London: Hamish Hamilton, Ltd., 1969.

Instructional Television

Instructional television is comparable to film in its uses and advantages. An effective television presentation brings the action to the viewer; trainees have a chance to observe things which would be very difficult to replicate in a classroom. Like other means of audiovisual presentation, television can be used in individual instruction, particularly when the tapes are in video cassette form.

How It Can Be Used:

1. To record a role play, discussion, or presentation and replay it for detailed examination.
2. To record a session for viewing by persons unable to attend.
3. To demonstrate desirable performance in a more realistic setting than the classroom.
4. To take the place of the instructor when he/she cannot be present.

Who Can Benefit from It:

Supervisors and managers at all levels.

Advantages:

1. Television can take management training out of the academic realm and place it in an environment which more closely resembles the real world.
2. Presentations can be taped ahead of time; trainees can replay parts of the tape as often as needed.
3. In the form of video cassettes, television presentations are more convenient and often less costly to produce than films.
4. Video cassettes are more adaptable to small groups than is film.
5. Video cassettes can be set up and operated more easily than film can.
6. Most trainers can handle the mechanics of showing a television presentation; thus it is easy for them to tailor a presentation to the needs of a particular group.

Disadvantages:

1. The videotape player and monitor are more expensive than a film or a slide projector and screen.
2. The viewing area is limited to the size of the monitor. It may be too small to be seen by large groups.

Materials:

1. Video cassette tapes for individual instruction are available from training media sources.

Procedures:

1. Preview prerecorded tapes as you would a film.
2. Introduce the tape and go over the learning objectives.

Related Approaches:

Closed Circuit TV, Audio Cassette Tapes, Programmed Instruction, Audiovisual Aids.

For More Information:

Brown, James W., Richard B. Lewis, and Fred F. Harcleroad. *AV Instruction: Media and Methods.* New York: McGraw-Hill, 1973.

Otto, Calvin P., and Rollin O. Glaser. *The Management of Training: A Handbook for Training and Development Personnel.* Reading, MA: Addison-Wesley, 1970.

Pula, Fred John. *Application and Operation of Audiovisual Equipment in Education.* New York: John Wiley & Sons, Inc., 1968.

Rigg, Robinson P. *Audiovisual Aids and Techniques in Managerial and Supervisory Training.* London: Hamish Hamilton, Ltd., 1969.

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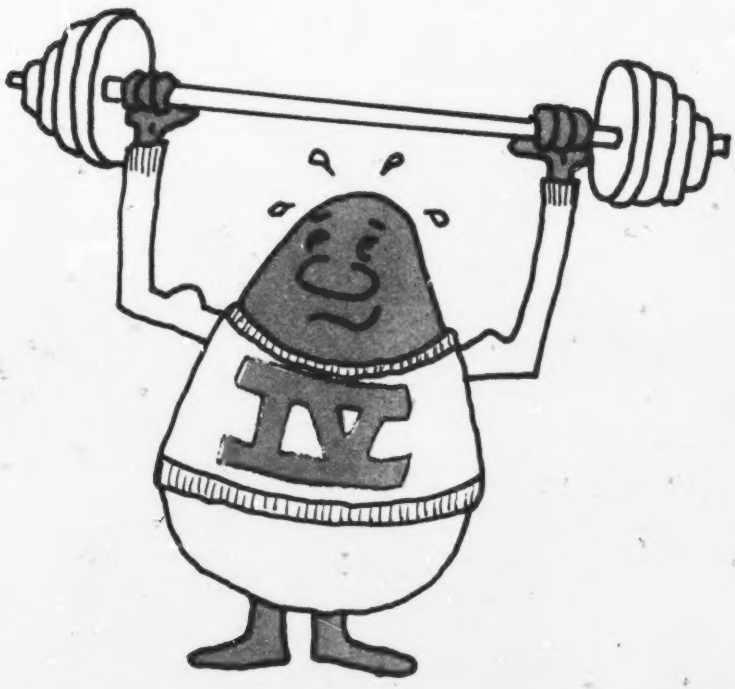

Individual Development Methods

Individual Development Plans

An individual development plan (IDP) is a recorded, systematic approach to individual training and development based on the needs of the organization and the goals and objectives of the individual. Specific valid training and developmental experiences are identified and scheduled, and the plan is approved by appropriate management personnel. In other words, after the needs are identified, the most suitable training methods or techniques are recorded and scheduled. The IDP "gets it all together," documenting objectives and results.

How They Can Be Used:

1. As a reference tool when planning ways of enhancing an employee's present performance or of preparing the employee for future assignments.
2. As a reference tool when scheduling mobility assignments, details, job rotations, or on-the-job training.
3. As a reference tool for planning ways to cope with mission changes, changes in technology, and other manpower management problems.
4. As a reference tool to plan training in connection with upward mobility programs and EEO objectives.
5. As a reference tool to ensure that regulatory requirements for training are met.
6. As a reference tool to assist management in organizational development, management by objectives, and budgeting.
7. As a reference tool when planning the implementation of organizational development (OD), management by objectives (MBO), and budgeting.

Who Can Benefit from Them:

1. The trainee.
2. The supervisor of the trainee.
3. Higher-level management.
4. Staff personnel.

Advantages:

1. An IDP documents a systematic, orderly approach to training and development.
2. Referring to IDP's can help a manager improve the allocation and utilization of limited resources.
3. Being involved in the planning and approval of IDP's can cause management to focus on the training and development needs of the organization.
4. The IDP's can facilitate the management of the training function.
5. Following the IDP's can improve communications and result in a more complete integration of the training function.

Disadvantages:

1. Supervisors must develop counseling skills if they are to help employees with their IDP's.
2. The need to follow an IDP can result in a loss of flexibility.
3. Working on IDP's can be time consuming and increase paperwork.
4. Effective implementation of IDP's requires management support and adequate monitoring by the training staff or the employee's supervisor.

Procedures:

1. Determine needs of the employee.
2. Determine needs of the organization.
3. Counsel employee and develop training objectives with the employee.
4. Identify optimum training and development solution and schedule.
5. Follow up at established intervals.

Related Approaches: Training Plans, Directed Individual Study, Planned Experiences.

For More Information:

Bureau of Executive Personnel (Formerly the Bureau of Executive Manpower). *Suggestions for Individual Development Planning.* Washington, D.C.: U.S. Civil Service Commission, October 1973.

Correspondence Study

In this type of training, the supervisor/manager usually receives the necessary study materials through the mail. Working at his or her own pace, the student completes lessons one at a time and mails the responses to test items to a correspondence center. The responses are quickly graded (often by machine) and returned. Several lessons make up a course or learning module.

How It Can Be Used:

1. To teach cognitive skills.
2. To introduce basic information which can be expounded upon later in face-to-face instruction.

Who Can Benefit from It:

1. Entry-level management and supervisor trainees.
2. Managers and supervisors who want to familiarize themselves with new concepts or techniques.

Advantages:

1. This approach provides for the regular evaluation of individual learning achievement throughout the course.
2. The employee's work is not necessarily interrupted since studying is not usually done during work hours.
3. Because there are no additional expenses beyond those of the tuition and the materials, correspondence study is often less expensive than other training.
4. If employees cannot conveniently be assembled, correspondence courses can be used to provide the same lessons to each of them.

Disadvantages:

1. Prepared correspondence courses which address the particular needs of managers and supervisors may not be available.
2. Instructional objectives for this method are limited to those for which competency can be demonstrated through responses to a paper-and-pencil test.
3. Correspondence courses must be supplemented by other training approaches when the training required involves developing interaction skills or similar participatory skills.
4. It is often difficult to prepare "student-motivating" instructional components.
5. Completion rates are significantly lower than those for other types of training.

Materials:

1. Emphasis should be placed on selecting courses with the appropriate objectives since the course usually cannot be modified to account for changes in subject matter or for the needs of individual learners.
2. Course materials and strategy should be validated for the learner's characteristics and learning environment. This is especially important since the student works alone.

Procedures:

1. The person who arranges for the course should verify that all of the instructional materials are available to the learner; some correspondence courses require reference material and audiovisual equipment not supplied with the lessons.
2. The student must be told the objectives, the criteria for success, and the consequences of late submissions, wrong answers, etc.
3. If possible, the student should have an opportunity to contact an instructor (perhaps by telephone) to ask questions, get feedback on performance, etc.

Related Approaches: Extension Courses, Home Study.

For More Information:

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

Erdos, Renee F. *Teaching by Correspondence* (A UNESCO Source Book). London: Longmans, Green & Co. Limited, 1967.

Contact the following organizations for lists of the correspondence courses that they offer:

Academy of Health Science
Ft. Sam Houston, TX 78239

National Independent Study Center
U.S. Civil Service Commission
Denver Federal Center - Bldg. 20
Denver, CO 80225

National Home Study Council
1601 18th Street, N.W.
Washington, D.C. 20009

National University Extension Association
Independent Study Division
Suite 360
One Dupont Circle, N.W.
Washington, D.C. 20036

U.S. Army Institute of Administration
Ft. Benjamin Harrison
Indianapolis, IN 46249

The Reading List

A developmental reading project might begin with a casual comment: "I think this is an excellent book. Why don't you read it and we'll discuss it when you are finished." A list of reading materials (books, articles, etc.) is given to the employee. The items included on the list can be chosen by the training coordinator or by the trainee's supervisor. After reading each item, the trainee may discuss it informally with the person who compiled the list. This approach can be used alone or to prepare the supervisor or manager for further training.

How It Can Be Used:

1. To stimulate thinking and introduce new ideas.
2. To initiate a brainstorming or discussion session.
3. As precourse material to reduce classroom training time.

Who Can Benefit from It:

1. All managers and supervisors and all trainees for those positions.
2. Trainees who are prevented from participating in other types of training by lack of time, distance from the training center, or other reasons.

Advantages:

1. The assigned reading material can cover a wide range of subject matter.
2. No special facilities are needed; individuals can read at times and places that suit their own schedules and circumstances.
3. Readers can skim or read in depth, depending on their prior knowledge or level of interest.
4. The supervisor or trainer who compiled the reading list knows exactly what information is being presented to the learner.

Disadvantages:

1. This training approach requires that the reader be motivated (either by interest in or the need for the information) to learn the material through his or her own efforts.
2. It may be difficult to suit the reading material to the trainee's reading rate and level of comprehension.
3. Reading lists by themselves require no demonstration of learning or change in performance.
4. Some elements of supervisor or manager training may be more effective when presented via other media, i.e., films or television.

Materials:

1. Suggested reading lists for general supervisory or managerial topics are compiled by many professional organizations, consulting firms, libraries, and companies which publish training literature.
2. Readings must be selected with the following factors in mind: the participants' reading levels, the amount of time they have, the type of information they need, and the availability of the materials.

Procedures:

1. Develop a list of questions that can be answered by reading the materials.
2. If the reading is required rather than discretionary, have the employee demonstrate that the material has been read and understood.
3. If necessary, ask the reader to take notes on items that can be discussed further.

Related Approaches: Reading lists are also referred to as Annotated Reading Lists, Special Reading Assignments, and Directed Individual Study.

For More Information:

Bergevin P., D. Morris, and R. M. Smith. *Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation.* New York: The Seabury Press, 1963.

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

Otto, Calvin P., and Rollin O. Glaser. *The Management of Training: A Handbook for Training and Development Personnel.* Reading, MA: Addison-Wesley, 1970.

Also see the following bibliographies of management literature, sold by the Superintendent of Documents, U.S. Government Printing Office:

The Executive, published by the Department of the Army (1976).

Executive Manpower, Personnel Bibliography Series Number 52, U.S. Civil Service Commission (1973).

Self Development Aids for Supervisors and Middle Managers, Personnel Bibliography Series Number 58, U.S. Civil Service Commission (1974).

Self-Paced Instruction

Self-paced instruction is a training method in which the content is presented by means of programmed study materials rather than by an instructor. It can be used by an individual or integrated with group instruction. Programs have the following features:

1. The material to be presented is carefully and logically organized.
2. The content of the program is presented in segments or exercises. Before the learner can proceed to the next segment, he/she must respond to the first one.
3. Learners find out immediately whether they have mastered each segment of material.

Self-paced instruction uses a variety of media, including books, audio tape, slides, films and television. Quite often, combinations of media are utilized. Programs are prepared according to the following principles:

1. The program is designed to accomplish a set of objectives. These objectives are precise statements of the behavior to be learned by the student. Objectives are derived from an analysis of the tasks to be performed on the job.
2. The program is tested. If the learners do not score well on criterion test items or exercises, the program is revised and retested. This process continues until a sampling of the target population is able to complete the program at a predetermined level of achievement.

How It Can Be Used:

1. To teach principles, concepts, and techniques that do not require practice or demonstration.
2. To give learners the information they may need as background if they are to profit from such other techniques as group discussion, role playing, and case studies.

Who Can Benefit from It:

With appropriately developed programs, self-paced instruction can be used for all levels of supervisors and for mid-level managers.

Advantages:

1. This method can be adapted to the individual's needs and to the amount of time that is available for training.
2. Because so many media and sources of information can be used, the training content for self-paced instruction is almost unlimited.
3. Getting immediate feedback on what has been learned increases the learner's confidence and motivation.

Disadvantages:

1. Self-paced learning should be supplemented by other training approaches if practice in applying the learning is needed.
2. Whether the training is used on the job depends on the motivation of the individual learner.
3. The cost of developing self-paced instructional materials can be high.
4. Developing self-paced instruction involves analysis and specification of behavioral objectives. It also involves designing, testing, and retesting materials. This requires more time, effort, and talent than many other methods of instruction.

Procedures:

1. Before the learner begins studying the material, he/she is introduced to both the material and any equipment that he/she may have to use. If the course is taught in a learning center (LC), the LC coordinator responds to student-initiated requests for information and/or clarification, observes progress, and provides necessary assistance. If subject matter experts are available, the coordinator will arrange for them to be available to the learner if and when needed.
2. Self-paced instruction can be integrated with conventional group methods: after completion of a segment of materials the instructor conducts group discussion designed to reinforce participant learning gained through use of the programmed material.

Related Approaches: Programmed Instruction, Personalized Self-Instruction, Programmed Learning.

For More Information:

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

Lysaught, Jerome P., and C. M. Williams. *A Guide to Programmed Instruction.* New York: John Wiley & Sons, 1963.

Otto, Calvin P., and Rollin O. Glaser. *The Management of Training: A Handbook for Training and Development Personnel.* Reading, MA: Addison-Wesley, 1970.

Job Rotation

In job rotation, or cross-training, employees hold one or more different positions in the organization for a short time. Selected employees thus receive exposure to a variety of jobs in a much shorter time than usual. Rotational assignments can provide trainees with experience in different job functions, other sections of the organization, or other geographical areas. Assignments can last from several weeks to a year or longer.

How It Can Be Used:

1. To orient new supervisors and managers or persons assigned to those positions.
2. To provide long-range developmental activities for all levels of supervision and management.
3. To broaden employees by providing experience in other situations.

Who Can Benefit from It:

1. Experienced supervisors or managers who have recently joined the organization.
2. Supervisors or managers designated as having high potential for positions of greater responsibility.

Advantages:

1. Training experiences are based on real situations.
2. A change of job stimulates employees, and strengthens their self-confidence.
3. Job rotation combats complacency and infighting between offices.
4. Changing to a new job gives an employee experience in dealing with unfamiliar situations.
5. A good program of job rotation ensures that temporary vacancies can be filled with qualified people.

Disadvantages:

1. Rewards may be few when job rotation requires relocation of or inconvenience to participants.
2. The training office may have little leeway in choosing and assigning rotations.
3. The number of participants is limited.
4. A job into which a person is rotated may require such specialized information that the trainee becomes an observer instead of a contributor.
5. Numerous rotations may encourage actions which tend toward short-term rather than long-term gains.
6. Unless the new job is carefully chosen, the participant may not gain the experience he needs from it.

Materials:

1. Jobs suitable for rotational assignments should be identified and the skills, knowledges, and abilities for them should be listed.
2. Approval of top management and the host offices should be obtained before the program gets underway.

Procedures:

1. Plan objectives or goals of the rotation(s).
2. With host offices, plan duties and actions to be carried out during rotations which will meet the objectives of the program.
3. Make arrangements with the participants and their home offices (will trainees return to their former positions after the rotations?).
4. Assign participants to specific jobs by matching job requirements to the participants' abilities and developmental needs.
5. Provide for regular contact between the participants and the training office.

Related Approaches: Special assignments and other on-the-job training approaches.

For More Information:

Black, James M. *Developing Competent Subordinates.* New York: American Management Association Inc., 1961.

Byers, Kenneth T. (Ed.). *Employee Training and Development in the Public Sector.* Chicago: International Personnel Management Association, 1974.

Colvard, James E. *Executive Rotation as a Means of Managerial Development.* University of Oklahoma, 1972.

Coaching

Coaching usually involves a one-to-one relationship between the "coach" (a supervisor or manager who is more experienced or at a higher level than the person being coached) and the understudy, but coaching sessions can be held for groups as well. Besides the obvious benefits to the understudy's professional development, the time spent working closely with a superior often makes the participant more confident about his or her own abilities and more comfortable about dealing with other superiors. Coaching is an ideal form of training for supervisors and managers in that they gain experience in dealing with situations as they arise, yet there is constant supervision from a knowledgeable coach.

How It Can Be Used:

1. To promote the interchange of information between different levels of supervision or management.
2. To prepare an understudy to assume a particular position.
3. To continue particular managerial philosophies or approaches.

Who Can Benefit from It:

1. Newly appointed supervisors and managers.
2. Persons chosen to assume the same position as the coach's but in another location.

Advantages:

1. The coaching can be geared specifically to an individual's needs and capacities.
2. Contact with the coach is nearly continuous.
3. The learner has the benefit of both his/her own experience and that of the coach.

Disadvantages:

1. How valuable the training is depends to a large extent on the coach's competence as a coach.
2. It is sometimes difficult to get supervisors or managers at higher levels to devote the large amount of time needed for good coaching.
3. In some instances, the understudy is merely an observer or mimic of the coach's behavior.

Procedures:

1. The coach and the understudy agree on what will be required of each during the coaching.
2. The understudy's learning needs are prioritized and the coach is advised of the priorities.
3. If desired, a written training plan can be worked out.
4. The training office assists by planning learning objectives, by supplying developmental materials such as reading lists, and by conducting special developmental activities.

Related Approaches: Understudy.

For More Information:

Craig, Robert L. (Ed.). *Training and Development Handbook* (Sponsored by ASTD). New York: McGraw-Hill, 1976.

Kirkpatrick, Donald L. *A Practical Guide for Supervisory Training and Development.* Reading, MA: Addison-Wesley, 1971.

Singer, Edwin J. *Effective Management Coaching.* London: Institute of Personnel Management, 1974.

Planned Exercises

Planned developmental experiences offer the advantages that job rotation and coaching offer, but most of them do not require that the employee leave his or her present position or have the continuous attention of a superior. A well designed program of planned experiences can have the same results as coaching or job rotation. Some types of planned experiences are:

Special assignments or special projects (for example, a study to determine the advisability of setting up a new organizational unit). These assignments can be used equally well for developing employees' skills in specific areas of interest or for familiarizing them with the overall operations of the organization.

Work on committees or task forces. This provides experience in working with others and sometimes in researching and preparing reports. Often employees make important contacts with others in the field through such work.

Membership in professional societies, advisory groups, etc. While representing his or her organization at meetings, the participant is promoting professional contacts and is keeping up on developments in the profession.

Assignments as acting manager or supervisor. This is an excellent way to fill the position of a temporarily absent supervisor or manager while training the subordinate at the same time. The subordinate should be given full responsibility when possible.

How They Can Be Used:

1. To provide experience that the employee cannot get in his or her current position.
2. To enhance the participant's abilities in the areas of problem solving, cooperation, and advocacy.

Who Can Benefit from Them:

1. Depending on the experiences provided, all levels of supervision or management can profit from them.
2. This approach is especially beneficial for persons whose present jobs are somewhat narrow.

Advantages:

1. Assignments that allow for new experiences help supervisors and managers to assess their own performance in different situations; they also can provide indications of competencies in other areas.
2. Trainees usually gain from the outside experiences skills that help them in their regular jobs.
3. A person's development will be more rounded if he/she has had a variety of planned experiences.

Disadvantages:

1. Whether an individual's developmental objectives can be met depends on the availability of appropriate experiences.
2. Special assignments must be made carefully so as not to infringe on the responsibilities of other organizational units.
3. An assignment may "get the job done" but not yield a planned experience.

Procedures:

1. The training office can suggest possible experiences to the supervisor of persons for whom the experiences would be appropriate.
2. Information on past assignments and the participant's reactions to them should be kept by the training office.

Related Approaches: Planned experiences are also referred to as Planned Individual Development and Outside Assignments.

For More Information:

Byers, Kenneth T. (Ed.). *Employee Training and Development in the Public Sector.* Chicago: International Personnel Management Association, 1974.

Tracey, William R. *Designing Training and Development Systems.* New York: American Management Association, Inc., 1971.

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Aker, George F. *Adult Education Procedures, Methods, and Techniques* (A bibliography). Syracuse, NY: The Library of Continuing Education at Syracuse University, 1965.

Bergevin, Paul, Dwight Morris, and Robert M. Smith. *Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation.* New York: The Seabury Press, 1963.

Black, James M. *Developing Competent Subordinates.* New York: American Management Association, Inc., 1961.

Brown, James W., Richard B. Lewis, and Fred F. Harcleroad. *AV Instruction: Media and Methods.* New York: McGraw-Hill, 1973.

Burke, W. Warner, and Richard Beckhard (Eds.). *Conference Planning.* Washington, DC: N.T.L. Institute for Applied Behavioral Science, 1970.

Byers, Kenneth T. (Ed.). *Employee Training and Development in the Public Sector.* Chicago: International Personnel Management Association, 1974.

Campbell, J. P., and M. D. Dunnette. Effectiveness of T-Group Experiences in Managerial Training and Development. *Psychological Bulletin,* Vol. 70 (pp. 73-104), 1968.

Campbell, J. P., M. D. Dunnette, E. E. Lawler, and K. E. Weick. *Managerial Behavior, Performance, and Effectiveness.* New York: McGraw-Hill, 1970.

Colvard, James E. *Executive Rotation as a Means of Managerial Development.* University of Oklahoma, 1972.

Craig, Robert L. (Ed.). *Training and Development Handbook,* Second Edition (Sponsored by the American Society for Training and Development). New York: McGraw-Hill, 1976.

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